

**Grade 6 English Language Arts,
English LA—Immersion and Anglais
Standards Test**

**Administration Information
for Supervising Teachers**

June 2005

Copyright © 2005, the Crown in Right of Manitoba,
as represented by the Minister of Education, Citizenship and Youth,
Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Permission is hereby given by the copyright owner to reproduce this
document on a non-profit basis for assessment purposes provided
the source is mentioned.

Preface

As announced in the May 2004 letter regarding Provincial Assessment and Standards Testing Schedule <www.edu.gov.mb.ca/ks4/assess/testingdates_2004-2005.pdf> Manitoba Education, Citizenship and Youth is in process of phasing out standards tests at the Grade 6 and Senior 1 levels. This year the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test is available for classroom use. It was developed in collaboration with teachers from across the province and is based on the *Grade 5-8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards* (1996).

All schools have been provided with one copy of this test. Schools are responsible for photocopying all necessary materials required for the administration of the test. The responsibility for marking these tests lies solely with the schools or divisions who wish to administer the test; the department will not be providing financial support.

This “Administration Information” booklet has been compiled to provide support to those teachers who wish to administer the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test in the manner intended. The guidelines in this booklet should be observed to ensure the consistency of the test administration and comparability if wishing to analyze results over time or across schools.

Should you have any questions about the administration or the marking of this test please contact Jennifer Maw, Assessment Consultant, at 945-3411 or toll-free at 1 800 282-8069, ext. 3411.

Table of Contents

	<u>Page</u>
General Information	1
Features of the test.....	1
Test schedule	1
Student materials.....	2
Students leaving the room.....	2
Late arrivals	2
Responding to student questions	2
Responsibilities of Supervising Teachers.....	3
Advance preparations	3
Prior to test session	3
Beginning the test session	4
During the test session	4
Ending the test session.....	4
Appendix	5
Appendix 1: Standards Test Session Rules	7

General Information

Features of the test

Please be aware of the following features of the 2004–2005 Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

- the test is to be administered over a three-day period;
- the design of the test incorporates five language arts (speaking is not assessed) and as many specific learning outcomes as large-scale testing permits;
- the core of the test focuses on assessing “at level” performance;
- the test includes activating activities that include brainstorming and large-group discussion which are not scored (found in the *Supervising Teacher’s Booklet*);
- the test is divided into two booklets for the students—a *Readings Booklet* and a *Student Response Booklet*;
- students are free to choose a form for their writing task—a list of choices will be provided;
- the test will be scored locally;
- the same test is applicable to the three programs; and
- the test is designed to assess student achievement relative to end-of-year learning outcomes, and so is intended to be administered near the end of Grade 6.

Test schedule

The following table summarizes the schedule for the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

Date	Session	Preparation Time	Time Required for Activating Activities	Time Required for Test	Additional Writing Time (if needed)
Day 1	1	10 minutes preparation and instructions	30 minutes	60 minutes	15 minutes
Day 2	2	10 minutes preparation and instructions	15 minutes	60 minutes	15 minutes
Day 3	3	10 minutes preparation and instructions	N/A	60 minutes	15 minutes

The total writing time for each session is 60 minutes plus 10 minutes for preparation and instructions. Additional writing time of 15 minutes is permissible if needed. (Please note that this does not include the time required for the activating activities.)

Student materials

Students may use the following materials during the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test:

- blue or black pen
- pencil
- eraser
- highlighter
- pencil crayons
- English dictionary
- thesaurus

Students are not permitted to exchange materials during the test.

The following materials must **not** be used during the test:

- computer or computer programs
- translation devices (including translation dictionaries)

Students leaving the room

Students should be expected to remain in the room for the entire session.

However, any student who must leave and re-enter the room should be accompanied by a replacement supervisor. This practice ensures that the supervising teacher can remain in the test room with the students at all times.

Late arrivals

Occasionally, students arrive late on test day. It is strongly recommended that you do not begin the session until all students have arrived. If students do arrive late, they may not enter the test room after the first 15 minutes of the test. Students who arrive late are accompanied by the replacement supervisor to an independent study room.

At the discretion of the school, a make-up session should be scheduled for those students who do arrive late. This make-up session must be completed before the next test session.

Responding to student questions

Avoid making any directing/guiding comments during the test, other than those required for distribution of materials and instructions to students.

No explanations, translations, rephrasing, clarifying statements or comments of a similar nature may be provided about the test content. Supervising teachers can, however, provide clarification regarding test taking rules or procedures.

If a student asks a question related to test content, a suggested response is, "I'm sorry. I can't answer your question. Do your best with it."

Please contact Jennifer Maw, Assessment Consultant, at 945-3411 or toll-free at 1 800 282-8069, extension 3411 to report any suspected errors in printing or wording prior to any discussion with students.

Responsibilities of Supervising Teachers

Supervising teachers administer the test using the step-by-step procedures outlined in the following section.

Advance preparations
• Photocopy a class set of the <i>Student Response Booklet</i> and the <i>Readings Booklet</i>, plus two extra copies in case of damaged materials or printing errors.
• Determine the type of identifying information required on test booklets. Teachers may want students to print their names on the test materials, or may want to use booklet numbers. If booklet numbers are desired, the booklets should be numbered prior to the test session.
• Ensure that all subject-related materials have been removed from the walls and boards.
• Notify students in advance of the: – time, location and duration of each test session; – materials needed to write the test; – Standards Test Session Rules (see Appendix 1, page 7); – requirement to remain in the test room for the entire session.
• Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the test.
• Familiarize yourself with the <i>Supervising Teacher's Booklet</i>.
Prior to test session
• Ensure that you have access to the following test materials: – <i>Readings Booklets</i> and <i>Student Response Booklets</i> (bundled together for ease of distribution); – <i>Supervising Teacher Booklet</i>; – extra copies of test booklets; – <i>Administration Information for Supervising Teachers</i> (this document); and – <i>Attendance Form for Classroom Teacher Use</i> (optional).

- Arrange the desks so they are spaced as far apart as possible.
Note: Students may be seated in a circle for brainstorming/group discussion portions of the test, if this is normal classroom practice. Appropriate space should be allowed to accommodate this option.
- Make arrangements per school policy to ensure that students who are exempted from writing the test are accommodated in an alternate setting.

Beginning the test session

- Distribute *Readings Booklet* and *Student Response Booklet* (bundled together).
- Remind students to:
 - pace themselves in writing the test; and
 - check over their work to ensure that all questions have been attempted.
- Follow the instructions in the *Supervising Teacher Booklet*.

During the test session

- Complete the *Attendance Form for Classroom Teacher Use* (optional).
- Half-way through the test session, advise students of the amount of time remaining by writing it on a board.
- Hand out an *Extra Page*, if required.
- Write on the board the time/day/location of the next test session.

Ending the test session

- Collect test booklets from each student. Keep the two booklets together for ease of distribution in the next test session. Ensure that each booklet has the necessary student identification.
- Store all documents in a secure area until the test is completed.

Points to Remember

- Remain in the classroom throughout the entire test session.
- Students may **not** have access to their test booklets between sessions.
- Students may **not** bring anything produced outside of class into the test sessions.

Appendix

Appendix 1: Standards Test Session Rules

Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test

The supervising teacher should read these rules aloud to students at the beginning of the Grade 6 English Language Arts, English LA—Immersion and Anglais Standards Test.

- You must write all your answers in the test booklet. Some questions may be easy and some may be difficult for you. If you cannot answer a question, move on to the next question. When you get to the page that tells you to “stop”, do not go further. You may use the extra time to check over your answers.
- If you notice that your test booklet is damaged or it looks like there has been a mistake, please raise your hand, and I will give you another test booklet.
- If you must leave the room, you should return as quickly as possible.
- At the beginning of the test you should have a blue or black pen, a pencil, an eraser, a highlighter, an English dictionary and a thesaurus. You may also use pencil crayons. No other materials are permitted.
- You may not help another student. You should not get help from another student. If you need anything during the test, raise your hand and I will come to you.
- During the test I can help you with the directions, but I will not be able to help you with the test questions.
- When I ask you to stop writing, put your pencil down immediately.
- You may not throw away any materials. Any extra paper used must be stapled in your test booklet. You may **not** leave the room with any test materials.

If you do not understand any of these rules, raise your hand and I will explain them again.

This form may facilitate your record keeping.

**GRADE 6 ENGLISH LANGUAGE ARTS,
ENGLISH LA—IMMERSION,
AND ANGLAIS STANDARDS TEST**

2005

ATTENDANCE FORM FOR CLASSROOM TEACHER USE

		Student Attendance During Test Sessions*		
	Student Name	Session 1	Session 2	Session 3
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

***For each session, record**

“✓” **for Present;**
“A” **for student absence;**
“A/M” **if a make-up session is done.**

**Grade 6 English Language Arts,
English LA—Immersion
and Anglais Standards Test**

***Supervising
Teacher Booklet***

2005

Copyright © 2005, the Crown in Right of Manitoba,
as represented by the Minister of Education, Citizenship and Youth,
Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Permission is hereby given by the copyright owner to reproduce
this document on a non-profit basis for assessment purposes
provided the source is mentioned.

OUTLINE OF SUPERVISING TEACHER'S TASKS

This outline is intended to provide an overview of the Supervising Teacher's tasks during the three test sessions.

Day	Supervising Teacher's Activities	
	Before Test Begins	During Test
<u>Day 1</u> • Activation • Read an article and respond to questions • Read short articles and respond to questions • View a cartoon and respond to questions • At-home discussion	• Distribute test booklets • Read test introduction aloud • Conduct activating strategies • Read test instructions for Day 1 aloud	• Guide students through listening activities • Get students started on individual work • Remind students of time remaining • Remind students that they can go back and check their work
<u>Day 2</u> • Activation • Listen to a story and respond to questions • View an illustration and respond to questions • Write a report or speech	• Distribute test booklets • Read aloud the test instructions for Day 2 • Conduct activating strategy • Read story to students	• Remind students of time remaining • Remind students that they can go back and check their work
<u>Day 3</u> • Revise and edit writing task • Reflect • Design a poster • Reflect	• Distribute test booklets • Read aloud test instructions for Day 3	• Remind students of time remaining • Remind students that they can go back and check their work

Refer to the *Administration Manual for Supervising Teachers* for daily activities before and after the test session.

SUPERVISING TEACHER'S DIRECTIONS FOR INTRODUCING THE TEST

Note: Supervising Teacher reads aloud all **BOLD** text.

Test Introduction

Supervising Teacher says:

The Grade 6 English Language Arts test will be written in three sessions. Each session will be held on a different day. Today's session will last 90 minutes.

The test is based on the theme "Social Responsibility". Social responsibility is how we make a difference by making the world a better place. We do this by helping at home, school, in the community and the world.

Tomorrow you will be asked to write about a topic or issue that you care about. You will write about one way you could make a difference.

Today you will:

- **read an article called "kids 4 turtles"**
- **learn about different ways Manitoba students have made a difference**
- **view a cartoon**

These activities will help you prepare and develop your own topic on making a difference.

Before we begin, please turn to page 1 of your *Student Response Booklet* and follow along as I read the instructions for today's test.

INSTRUCTIONS FOR STUDENTS

(Read aloud by Supervising Teacher)

- This test is written in three sessions. Today's activities will last approximately 90 minutes.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.

The icon at the bottom of the page is one of three characters who will provide you with tips and be your inspiration as you work through the test over the next three days. These "Human Beans" named "I Care", "Me Too", and "So Do I" along with the cartoon of the planet Earth, weave throughout the test, guiding you and encouraging a caring spirit.

Before we start the test, let's spend some time talking about "social responsibility".

Day 1

Activation (30 minutes)

Note to Supervising Teacher:

Activating strategies have been designed to stimulate thinking about the theme “Social Responsibility” and to help students focus their thoughts for the writing task on Day 2. The activation strategies should flow directly into the formal portion of the test.

Because the activation strategies help to focus the students on the theme, it is important that all students have the opportunity to participate in this section. Even if students are writing the exam in a separate location, they should participate in the activation strategies and then move to their separate location (wherever possible).

Chart paper is required for the activation portion of the test. The chart paper will be used to record some of the students’ brainstorming ideas. This paper will remain posted for the duration of the three-day test.

Supervising Teacher reads aloud:

Throughout this test you will be involved in a variety of speaking, writing, listening, reading, representing and viewing activities that will give you more ideas for your writing task.

Listen carefully to the following:

**Caring people come in all ages and stages
And caring acts come in all shapes and sizes.
Whether you make a difference at home, school
Your community, or the world,
Your help is needed.**

Now turn to pages 2 and 3 in your *Student Response Booklet*. Take a few minutes to write down or sketch different ways that kids can make a difference in the box entitled “Kids Care”.

[Allow approximately 3 minutes.]

Now pair up with a partner and share the ideas you have written down. If you learn new ways to make a difference, you can add them to your box.

[Allow approximately 5 minutes]

OK... let's share some of these ideas with the class. What are some ways that kids can make a difference? (Record on class chart paper.)

[Allow approximately 3 minutes]

I am going to read a poem to you called "Kids Care". As I read the poem to you, think of other ways that kids can make a difference. Feel free to jot down ideas, circle or underline key words and phrases around the poem. Turn to page 1 of your *Readings Booklet*.

Kids Care

Sometimes grown-ups say I'm just a kid,
As if it's something wrong that I did.
I'm too small to make a difference they say,
But I know I can help out today.

I know I'm just a kid, it's true.
But there's lots of things that us kids can do.
No, we cannot change the world in a day,
But we can make a difference today.
Sometimes just a smile on your face
Can help to make this world a better place.
Stand up for the things that are right.
Try to talk things out, instead of fight.
Lend a hand when you can,
Get involved this is good!
You can help to make a difference in your neighbourhood.

I know I'm just a kid, it's true.
But there's lots of things that us kids can do.
No, we cannot change the world in a day,
But we can make a difference today.
I'm a kid and I care.
I'm a kid and I care.
I'm a kid and I care!
I'm a Kid!

Now add any other ideas to your "Kids Care" box on page 3 of the *Student Response Booklet*.

[Allow a few minutes. Continue once students are ready]

**OK... now let's think about some ways that we, personally, can make a difference.
How can you make a difference at home?**

Group Brainstorming: (approximately 6 minutes)

[Allow time for some examples. If students are struggling, make some suggestions like feeding the dog or cat, smiling, lending a hand... . This information should be recorded on chart paper.]

How can you make a difference at school?

[Allow time for some examples. If students are struggling, make some suggestions like working as a patrol, cleaning the classroom, recycling, peer tutoring, smiling, standing up for things that are right... . Again, record the ideas on the chart paper.]

Let's go beyond our home and the classroom. On pages 2 and 3 of the *Readings Booklet* we have some headlines about Manitoba students. These are examples of real kids who have made a difference in their communities and in the world. Take a moment and read these headlines.

[Allow time for the students to read the headlines.]

These students have gone beyond the home and the classroom. They have worked hard to make a difference to the larger community. What kinds of problems are there in the community or in the world that we can help with?

[Allow time for some examples. If students are struggling, make some suggestions like pollution, poverty, diseases, animal rescue. Be sure to encourage examples apart from the headlines... . Record the information on the chart paper.]

Can we identify some ways in which we can make a difference to our community or to the world?

[Allow time for some examples. If students are struggling, make some suggestions like doing charity work, raising awareness, volunteering time... . Record the information on the chart paper.]

Look at all the different ways that kids have made a difference at home, at school, in the community, and for the world. They make a difference because they care. What do you care about? How can you make a difference?

Turn to page 4 in your *Student Response Booklet*. Read the text printed on the scroll. Then complete the two sentences that follow.

[Allow a few minutes for the student to complete this task.]

Before we move on, I would like to tell you about two major tasks you will need to complete by the end of the three days. These are outlined on page 5.

At the end of day 2, you will begin your writing task. Your task is to write a speech or report for the “I Care” school assembly to explain your topic. The purpose of this task is to share how you can make a difference.

On day 3, you will create a poster to represent your writing.

Now it’s time for you to work on your own. Open your *Readings Booklet* to pages 4 and 5. Now open your *Student Response Booklet* to page 6. Read the article called “kids 4 turtles” and work on the test on your own.

Work up to page 12 of your booklet. If you finish early, you may spend any remaining time to check over the work you did today.

At the end of the 60 minutes, the Supervising Teacher says:

That is all the time we have today. When you leave school today, talk about some of the ideas about making a difference from today’s test with your family and friends. Check out newspapers, watch the news or TV shows to get some new thoughts or ideas. Be prepared to share them with the class tomorrow.

Remember that you begin your writing task tomorrow. Think of ideas on how you can make, or how you have made, a difference in your home, school, community, or world.

Day 2

Activation (15 minutes)

Note: Supervising Teacher reads aloud all BOLD text

Test Introduction

Supervising Teacher says:

At the end of yesterday's activities you were asked to talk about some of the ideas from the test with your family and friends. Now that you have had a chance to do that, let's hear some of the ways that kids can make a difference.

[Allow time for some examples. Record the information on the chart paper.]

Today you will:

- **listen and respond to "Feeding the Homeless"**
- **view and respond to a picture**
- **begin your writing task**

Now let's take a look at the comic on page 9 of the *Readings Booklet*. Read the "For Better or For Worse" comic to yourself.

[Allow 2–3 minutes]

What is happening in the first 6 frames?

[Allow for brief discussion]

What do you think the kids were thinking?

[Allow for brief discussion]

What do you think the elderly gentleman was thinking?

[Allow for brief discussion]

How did the kids' actions help the elderly gentleman?

[Allow for brief discussion]

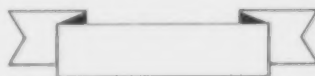
Why do you think the kids did this?

[Allow for brief discussion]

Look at the last frame. What do you think he means by this statement?

[Allow for brief discussion]

Good work. Today is the day that you begin your writing task. Before we begin, open your *Student Response Booklet* to page 19. Follow along as I read the information for the writing task.



Task: Write a speech or report on a topic or issue you care about.

To guide you with your writing, you may use:

- your own experience;
- the discussions with the class;
- the readings; and
- your planning pages 20 and 21.

Purpose: To explain how you can make a difference. Your speech/report should include:

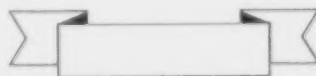
- the problem;
- the causes;
- the goals;
- the steps you would take to achieve the goal; and
- the results or expected results.

Audience: Students and teachers at your school attending the “I Care” assembly

Form: Choose one of the following forms for your writing:

- written report
- speech

Length: approximately 2 pages (single-spaced)



We are ready to begin the test. Please turn back to page 13 of the *Student Response Booklet* and follow as I read the instructions for today's test session.

INSTRUCTIONS FOR STUDENTS

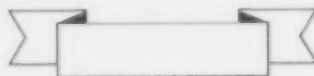
(Read aloud by Supervising Teacher)

- Today's activities will last 75 minutes.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.

Let's turn to page 14 of your *Student Response Booklet* and look at question 12.

This relates to a story called "Feeding the Homeless", found on pages 10 and 11 of your *Readings Booklet*. You may work on the chart while I am reading, or you may wait until I am finished.

Supervising Teacher reads the story.



FEEDING THE HOMELESS

Dwaina Brooks

Every morning on her way to school, Dwaina Brooks walked by a line of men and women outside a homeless shelter in her hometown of Dallas, Texas. Many of them looked cold and completely worn out. Dwaina noticed that no one ever stopped to talk to these people. They just passed them by.

In school, her fourth-grade class was doing a unit on homelessness. Every week students would call a homeless shelter and talk with someone who was staying there. Dwaina had heard lots of stories. Most people's lives had been going along okay until something had happened. Whether they had lost their jobs or gotten sick, or their family had split up, the result was often the same—they didn't have any money for food or rent, and they had lost their homes.

**"There isn't a one
of us who hasn't
been helped by
someone else."**

One day on her way home from school Dwaina stopped to talk to a homeless man. "What do you need?" she asked him.

"I need a job and a home," he said. Dwaina didn't know how she could get him either of those things, so she asked if there was anything else that he needed.

"I'd love a really good meal," the man said. It was at that moment that Dwaina realized how she could help.

She went straight home and told her mom about the man and her class unit on the homeless. Dwaina told her that she wanted to make food for the homeless, and her mother agreed that it was a good idea and that she would be willing to help too.

With Dwaina donating her lunch money (three dollars) to the cause, she and her family came up with sixty dollars to spend. That Friday night, after three days of shopping and planning, cutting coupons, and buying discounted meats and day-old bread, Dwaina, her mother, and her two sisters got started. They formed an assembly line and began frying chicken, baking cookies, and making sandwiches. They then placed each meal in a box donated by a local baker. By ten that evening, they had made more than one hundred meals, which they drove immediately to the shelter. Many of the people were asleep, but they were in for a treat the next morning: a real home-cooked meal.

After that, Dwaina was hooked on helping the homeless. To subsidize the cost of the food, she and her family sought help and donations from bakeries and grocery stores. Then, nearly every Friday night for an entire year, Dwaina, her mother, and her sisters made about one hundred meals for the shelter in Dallas. But Dwaina wanted to make more meals. The only way to do this, however, was to get more help, so Dwaina talked to her class at school. She told her classmates what her mother and sisters had been doing over the past year.

The following Friday, twenty-three kids from Dwaina's class came over to her house, each with some type of food to contribute. By midnight they'd prepared more than three hundred meals, enough for everyone in the shelter to have one.

Dwaina Brooks, now fourteen, has organized thousands of meals for the homeless in Dallas. She hopes to become a doctor and open her own clinic someday, but she thinks it's crazy to wait until then to start caring for others.

"Each of us should have some kind of concern in our hearts for other people," Dwaina says. "And we owe it, too. There isn't a one of us who hasn't been helped by someone else. You should always be ready to give back what people have given you."



Now that I have read the story to you, you are on your own for the rest of the test session. Work up to page 27 in your booklet. Remember to use the *Readings Booklet* to help you with the questions.

At the end of 60 minutes, Supervising Teacher says:

That is all the time we have today. If you didn't complete your writing task today, you will be able to finish it tomorrow.

Day 3

Note: Supervising Teacher reads aloud all **BOLD** text

Test Introduction

Today, you will continue to develop your writing task. If you did not finish your writing task yesterday, you may work on it today. If your writing task is complete, be sure to use the checklist on page 31 of your *Student Response Booklet* to help you revise and edit your work. Once you have revised and edited, you will create a poster to represent your writing and respond to questions. You will then be asked to think about how you learned over the last three days and respond to a question.

We are ready to begin the test. Please open your *Student Response Booklet* to page 29 and follow as I read the instructions for today's test session.

INSTRUCTIONS FOR STUDENTS

(Read aloud by Supervising Teacher)

- Today's test session will last 60 minutes.
- You will be required to work on your own for today's test.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- You may use pencil crayons for question 21.
- Raise your hand if you have questions during the test.

When you are ready to revise and edit your writing task, use the checklists on page 31. You should do your revisions and edits in a different coloured pen or pencil crayon.

You may begin.

At the end of 60 minutes, the Supervising Teacher says:

That is all the time we have.

Acknowledgements

Degler, Teri. "The Outdoors" illustration, page 12 and 13. *The Canadian Junior Green Guide*. © 1990 by McClelland & Stewart Inc. per the Pan Canadian Copyright Agreement.

Johnston, Lynn. Cartoon, "For Better or for Worse", page 9. © Lynn Johnston Productions, Inc. Reproduced by permission.

Kessler, Paula N. "Dwaina Brooks: Feeding the Homeless", *Amazing Kids!* Random House of Canada Limited, Toronto, 1995, per the Pan Canadian Copyright Agreement.

Moore, Steve. Cartoon, "In The Bleachers", page 8. ©1997. Universal Press Syndicate, per the Pan Canadian Copyright Agreement.

Toby, Kendra. "Kids 4 turtles". *Wild Magazine*. Vol. 6 No. 8, Pages 36–39. Tribute Publishing, Inc., per the Pan Canadian Copyright Agreement.

Unknown. "Kids Care!" *The People For Peace Project, 1996–2003*.
<http://www.internationaldayofpeace.org/songs/kidcare.htm> (April 2004). Reproduced by permission.

Every effort has been made to provide proper acknowledgement of original sources and to comply with copyright law. If cases are identified where this has not been, please notify Manitoba Education, Citizenship and Youth, Assessment and Evaluation, to correct any omissions.

**Grade 6 English Language Arts,
English LA—Immersion and Anglais
Standards Test**

Readings Booklet

2005

Copyright © 2005, the Crown in Right of Manitoba,
as represented by the Minister of Education, Citizenship and Youth,
Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Permission is hereby given by the copyright owner to reproduce
this document on a non-profit basis for assessment purposes
provided the source is mentioned.

Table of Contents

Kids Care.....	1
Headline Splash.....	2
Kids 4 turtles	4
<i>Katherine Balpataky</i>	
Manitoba Cares.....	6
In the Bleachers	7
<i>Steve Moore</i>	
For Better or For Worse	9
<i>Lynn Johnston</i>	
Feeding the Homeless	10
<i>Dwaina Brooks</i>	
Visual.....	12
Acknowledgements	15

Kids Care!

Sometimes grown-ups say I'm just a kid,
As if it's something wrong that I did.
I'm too small to make a difference they say,
But I know I can help out today.

I know I'm just a kid, it's true.
But there's lots of things that us kids can do.
No, we cannot change the world in a day,
But we can make a difference today.
Sometimes just a smile on your face
Can help to make this world a better place.
Stand up for the things that are right.
Try to talk things out, instead of fight.
Lend a hand when you can,
Get involved this is good!
You can help to make a difference in your neighbourhood.

I know I'm just a kid, it's true.
But there's lots of things that us kids can do.
No, we cannot change the world in a day,
But we can make a difference today.
I'm a kid and I care.
I'm a kid and I care.
I'm a kid and I care!
I'm a Kid!

© 1996-2003, The People For Peace Project

Making a real difference

**Maples
students
committed
to anti-racism**

Kelly, 11, Walks for Cancer

**Students given
first-hand taste
of city poverty**

**Altona pupils help serve breakfast
to folks at downtown soup kitchen**

**Boy, 5, turns cans into cents
to help less fortunate children**

PROTECTING OUR PLANET

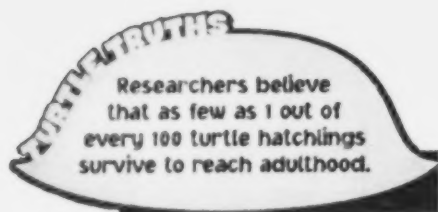
**“ Everyone
has the power to
change the world
by helping one
person at a time,
whether you're
eight or eighty
years old. ”**

Little girl, HUGE HEART

***Pupil, 8, raises \$50,000
to help city's homeless***

**5-year-old golf ball
hunter raises
\$3,000 for charity**

**Classmates raise cash... and hope
Young boy dreams of cure for cancer**

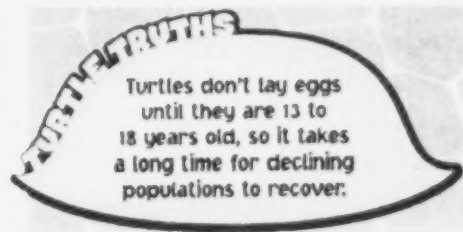


kids 4 turtles

Katherine Balpataky

For years, the McNab family have been stopping their car to move turtles out of the way of traffic in and around Peterborough, Ontario. **But** unfortunately, many of the turtles they have tried to rescue have been crushed or killed while crossing busy roads. **Last year**, Christian, aged six, Cameron, aged eight, and Serena, who's four, voiced their concerns to Rollin' Acres' schoolteacher Jan Rowland and their classmates, and **soon after** Kids 4 Turtles was born.

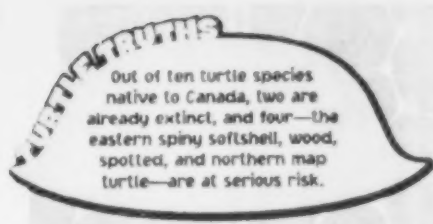
First the Kids 4 Turtles team made cardboard signs and drawings of turtles and posted them beside the road at a popular turtle crossing near their school to get cars to slow down. "But some people don't exactly listen—at least people who don't care about turtles," says Christian McNab. "Someone even ruined our signs." **But** the Kids 4 Turtles group didn't let that stop them. "We keep telling people that turtles are an important part of wetlands because they eat dead things, like fish and birds, and even large animals, like deer!"



Determined to slow down traffic, Kids 4 Turtles raised more than \$4,000 with bake sales, raffles, a barbeque, and a hike-a-thon. They **also** met with county councillors and explained how dangerous roads can be for turtles and **eventually** convinced them to agree to put up 42 signs. The township even donated an extra \$500!

Inspired by the young conservationists, Christian, Cameron, and Serena's veterinarian mom, Kristy, came up with a plan to open Ontario's first hospital for turtles. **And** last June, the Kawartha Turtle Trauma Centre opened its doors for service.

Located in an old building at Peterborough's Riverview Park and Zoo, the centre takes in sick and injured turtles that are native to the area. Most of the patients arrive with cracked or broken shells, which Kristy or fellow vet Brian Noble repair with fibreglass patches. **But** even with the patches, which act as a waterproof cast, it can take several months for a turtle's shell to heal. Other turtles, like Houdini—a large pregnant female snapping turtle—are brought in with only minor wounds and can be released back into the wild within a few weeks.

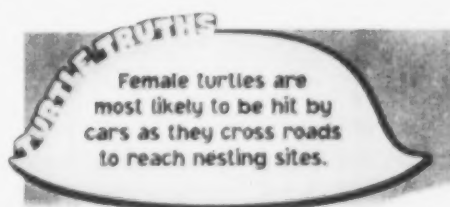


Out of ten turtle species native to Canada, two are already extinct, and four—the eastern spiny softshell, wood, spotted, and northern map turtle—are at serious risk.

To date, the centre has received 25 patients, and animal experts from local zoos, universities, and conservation organizations have joined forces to keep the trauma centre going. **Next** year, Kristy expects many more patients as news of the centre gets around, and

she is working with local educators to increase awareness of turtle conservation issues. Biologists at Trent University are also developing a program to radio-track turtles that are released in the hope of learning more about where they travel and the dangers they face.

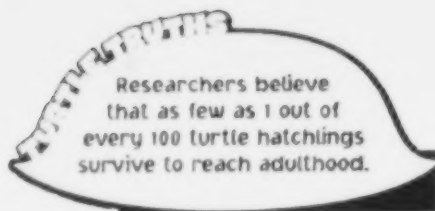
As for Kids 4 Turtles? Spurred on by all the public awareness and support their campaign has generated, the group is still going strong. And there's no doubt that they'll be back patrolling the roads next spring hoping to ensure that more turtles make it safely to the other side.



Female turtles are most likely to be hit by cars as they cross roads to reach nesting sites.

What to Do when You Find an Injured Turtle

- ▶ **Never handle turtles, because they can carry harmful bacteria such as salmonella. Large snapping turtles can also inflict nasty bites.**
- ▶ **Use a shovel or board to put the turtle into a box or an open plastic tub.**
- ▶ **Carefully record the exact location where the turtle was found. (The chance of survival will decrease if a turtle cannot be returned to its own territory.)**
- ▶ **Contact your local animal shelter to find out where the turtle can be taken to receive treatment.**

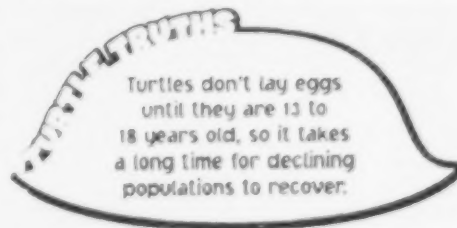


kids 4 turtles

Katherine Balpataky

For years, the McNab family have been stopping their car to move turtles out of the way of traffic in and around Peterborough, Ontario. **But** unfortunately, many of the turtles they have tried to rescue have been crushed or killed while crossing busy roads. **Last year**, Christian, aged six, Cameron, aged eight, and Serena, who's four, voiced their concerns to Rollin' Acres' schoolteacher Jan Rowland and their classmates, and **soon after** Kids 4 Turtles was born.

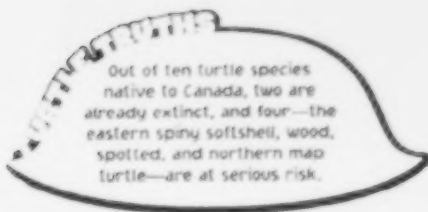
First the Kids 4 Turtles team made cardboard signs and drawings of turtles and posted them beside the road at a popular turtle crossing near their school to get cars to slow down. "But some people don't exactly listen—at least people who don't care about turtles," says Christian McNab. "Someone even ruined our signs." **But** the Kids 4 Turtles group didn't let that stop them. "We keep telling people that turtles are an important part of wetlands because they eat dead things, like fish and birds, and even large animals, like deer!"



Determined to slow down traffic, Kids 4 Turtles raised more than \$4,000 with bake sales, raffles, a barbeque, and a hike-a-thon. They **also** met with county councillors and explained how dangerous roads can be for turtles and **eventually** convinced them to agree to put up 42 signs. The township even donated an extra \$500!

Inspired by the young conservationists, Christian, Cameron, and Serena's veterinarian mom, Kristy, came up with a plan to open Ontario's first hospital for turtles. **And** last June, the Kawartha Turtle Trauma Centre opened its doors for service.

Located in an old building at Peterborough's Riverview Park and Zoo, the centre takes in sick and injured turtles that are native to the area. Most of the patients arrive with cracked or broken shells, which Kristy or fellow vet Brian Noble repair with fibreglass patches. **But** even with the patches, which act as a waterproof cast, it can take several months for a turtle's shell to heal. Other turtles, like Houdini—a large pregnant female snapping turtle—are brought in with only minor wounds and can be released back into the wild within a few weeks.

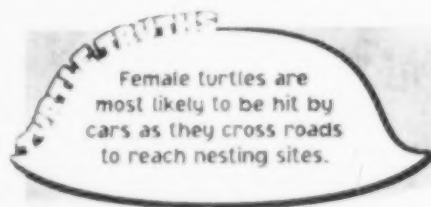


Out of ten turtle species native to Canada, two are already extinct, and four—the eastern spiny softshell, wood, spotted, and northern map turtle—are at serious risk.

To date, the centre has received 25 patients, and animal experts from local zoos, universities, and conservation organizations have joined forces to keep the trauma centre going. **Next** year, Kristy expects many more patients as news of the centre gets around, and

she is working with local educators to increase awareness of turtle conservation issues. Biologists at Trent University are also developing a program to radio-track turtles that are released in the hope of learning more about where they travel and the dangers they face.

As for Kids 4 Turtles? Spurred on by all the public awareness and support their campaign has generated, the group is still going strong. And there's no doubt that they'll be back patrolling the roads next spring hoping to ensure that more turtles make it safely to the other side.



Female turtles are most likely to be hit by cars as they cross roads to reach nesting sites.

What to Do When You Find an Injured Turtle

- ▶ **Never handle turtles, because they can carry harmful bacteria such as salmonella. Large snapping turtles can also inflict nasty bites.**
- ▶ **Use a shovel or board to put the turtle into a box or an open plastic tub.**
- ▶ **Carefully record the exact location where the turtle was found. (The chance of survival will decrease if a turtle cannot be returned to its own territory.)**
- ▶ **Contact your local animal shelter to find out where the turtle can be taken to receive treatment.**

Manitoba Cares

A "Green" School

Cranberry Portage is a community that truly cares about its environment! Here, you won't find litter covering the road sides or forests recklessly being cut down. Cranberry Portage Elementary School shares this commitment by maintaining its status as a "Green" school. Completing a variety of environmental projects over the years such as recycling, composting, and tree-planting, the students and staff from nursery to grade 8 continue to look after and preserve their environment. The students see their efforts at raising awareness and doing their part as an important citizenship responsibility.

Making a Difference

"I can make a difference with just one tube of toothpaste!" These words came from a student at Harold Hatcher School in **Winnipeg**, as she proudly added her donation to one of the 22 shoeboxes at the front of the gym. Other students followed, each adding their own contribution of a small toy, school supply, candy or other gift until each shoebox was filled to overflowing. Knowing that these boxes were about to be delivered to children in hospitals, refugee camps and poor neighbourhoods all across the globe made each student feel that they had helped make a difference.

Tabs for Wheelchairs

Since February of 1998, students at Holy Cross School in **Winnipeg** have found an important use in saving pop can tabs. They discovered that about ten million tabs could purchase one wheelchair for a physically challenged student. Their first wheelchair went to a child with cerebral palsy in the spring of 2000. Since then, 110 schools and over 150 businesses have joined in the spirit of collecting tabs. This spring, they celebrated their efforts by raising enough tabs for a fifth wheelchair, and proudly delivered it to a Winnipeg high school student.

"Traditional Days" Celebrates Bird Watching

Why do students care that the bird population in the community of **Garden Hill** has been falling for the past several years? Under the guidance of schoolteacher, Mr. T. Wilson, caring about these birds has become an annual activity for the students during "Traditional Days" at Kistiganwacheeng School. Awareness has been raised about the kinds and numbers of bird species that live in this habitat and about the many programs that support birding activities. As habitats become destroyed by the construction of roads and buildings, students have come to understand that what has been lost will never be replaced.

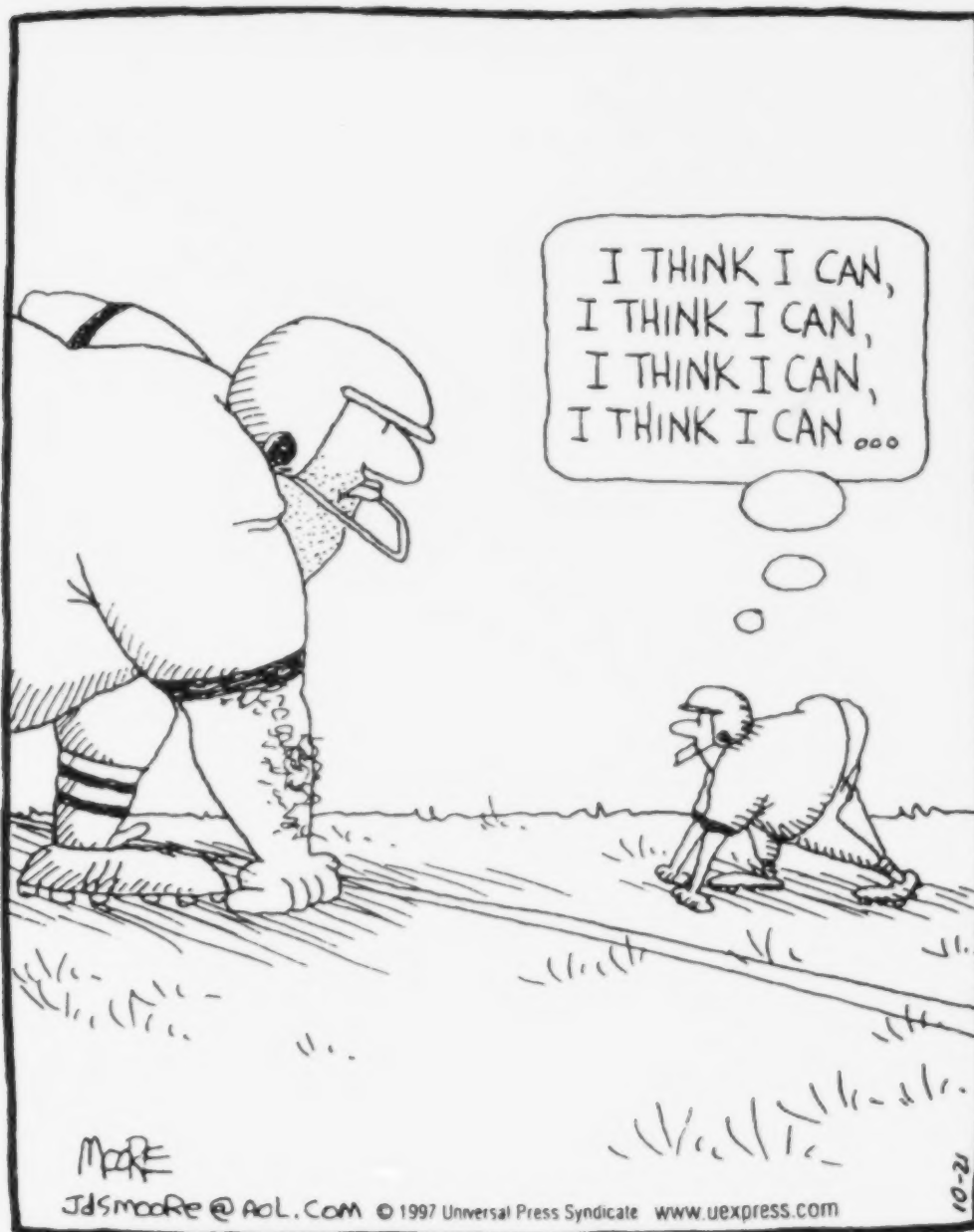


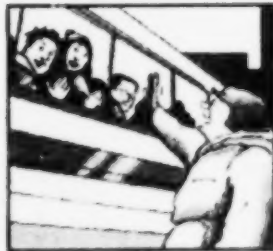
Steinbach Youth Visits Local Seniors

Ever since her grade 3 class "Grandpartners" program four years ago, a local **Steinbach** youth has continued her weekly visits to Rest Haven Home. These visits have succeeded in lifting everyone's spirits. The student enjoys seeing the pleasure her visits bring to the faces of the seniors, and staff at the home really appreciate how the visits have cheered their residents and brightened their day. Volunteers are always welcome at this local senior's home.

In the Bleachers

By Steve Moore





© Lynn Johnston Productions, Inc. Reproduced by permission.

FEEDING THE HOMELESS

Dwaina Brooks

Every morning on her way to school, Dwaina Brooks walked by a line of men and women outside a homeless shelter in her hometown of Dallas, Texas. Many of them looked cold and completely worn out. Dwaina noticed that no one ever stopped to talk to these people. They just passed them by.

In school, her fourth-grade class was doing a unit on homelessness. Every week students would call a homeless shelter and talk with someone who was staying there. Dwaina had heard lots of stories. Most people's lives had been going along okay until something had happened. Whether they had lost their jobs or gotten sick, or their family had split up, the result was often the same—they didn't have any money for food or rent, and they had lost their homes.

"There isn't a one of us who hasn't been helped by someone else."

One day on her way home from school Dwaina stopped to talk to a homeless man. "What do you need?" she asked him.

"I need a job and a home," he said. Dwaina didn't know how she could get him either of those things, so she asked if there was anything else that he needed.

"I'd love a really good meal," the man said. It was at that moment that Dwaina realized how she could help.

She went straight home and told her mom about the man and her class unit on the homeless. Dwaina told her that she wanted to make food for the homeless, and her mother agreed that it was a good idea and that she would be willing to help too.

With Dwaina donating her lunch money (three dollars) to the cause, she and her family came up with sixty dollars to spend. That Friday night, after three days of shopping and planning, cutting coupons, and buying discounted meats and day-old bread, Dwaina, her mother, and her two sisters got started. They formed an assembly line and began frying chicken, baking cookies, and making sandwiches. They then placed each meal in a box donated by a local baker. By ten that evening, they had made more than one hundred meals, which they drove immediately to the shelter. Many of the people were asleep, but they were in for a treat the next morning: a real home-cooked meal.

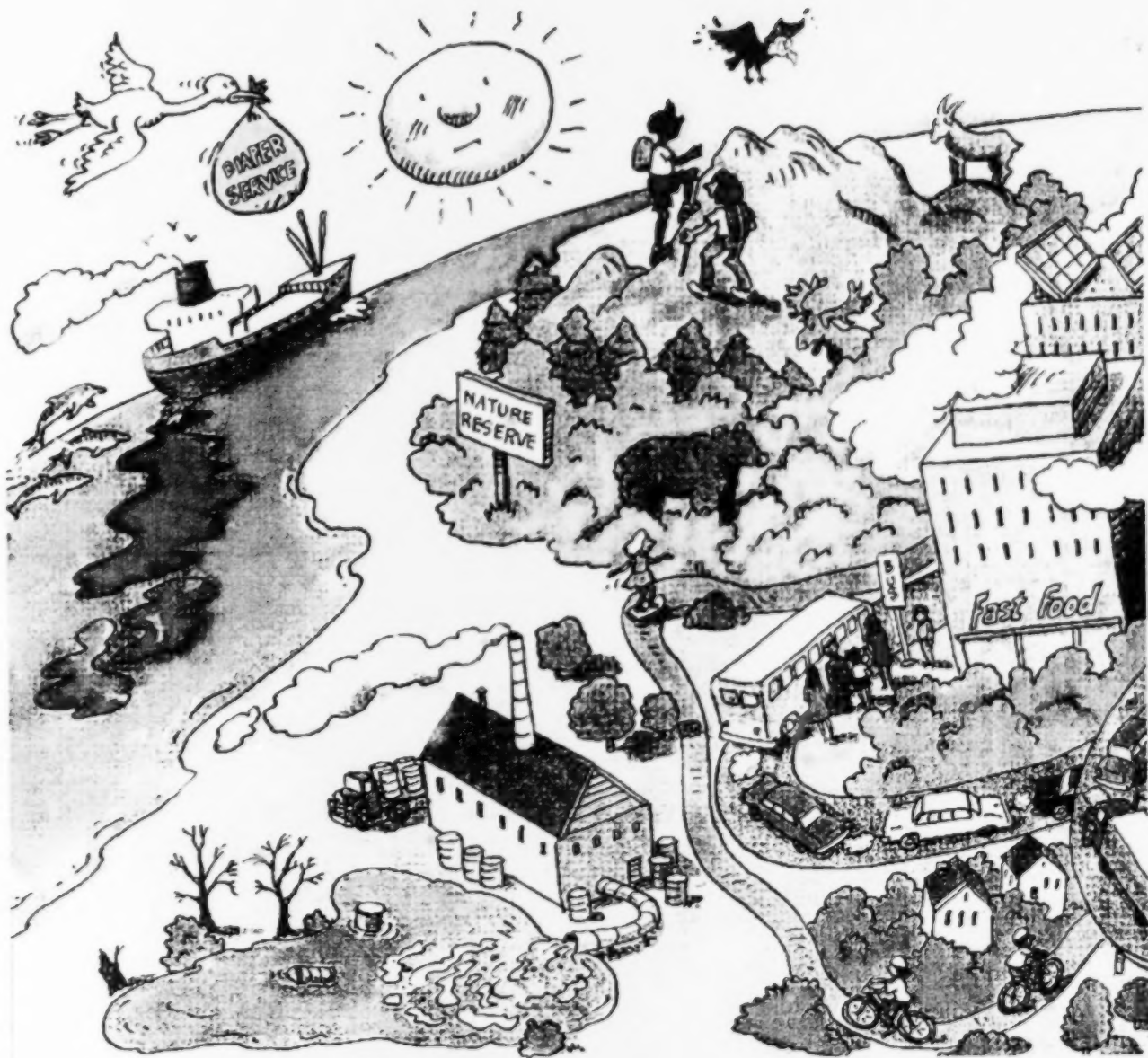
After that, Dwaina was hooked on helping the homeless. To subsidize the cost of the food, she and her family sought help and donations from bakeries and grocery stores. Then, nearly every Friday night for an entire year, Dwaina, her mother, and her sisters made about one hundred meals for the shelter in Dallas. But

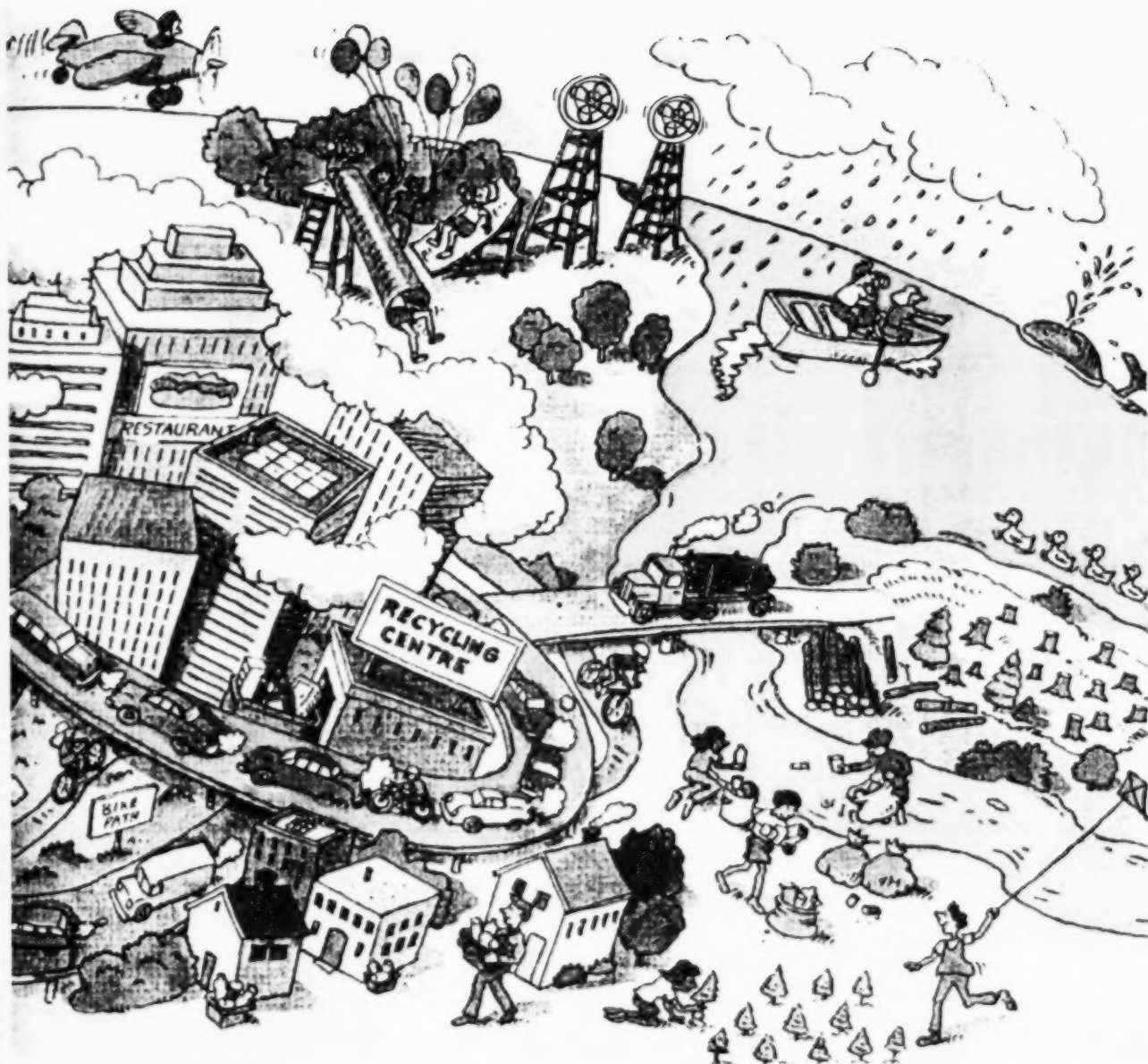
Dwaina wanted to make more meals. The only way to do this, however, was to get more help, so Dwaina talked to her class at school. She told her classmates what her mother and sisters had been doing over the past year.

The following Friday, twenty-three kids from Dwaina's class came over to her house, each with some type of food to contribute. By midnight they'd prepared more than three hundred meals, enough for everyone in the shelter to have one.

Dwaina Brooks, now fourteen, has organized thousands of meals for the homeless in Dallas. She hopes to become a doctor and open her own clinic someday, but she thinks it's crazy to wait until then to start caring for others.

"Each of us should have some kind of concern in our hearts for other people," Dwaina says. "And we owe it, too. There isn't a one of us who hasn't been helped by someone else. You should always be ready to give back what people have given you."





Acknowledgements

Degler, Teri. "The Outdoors" illustration, page 12 and 13. *The Canadian Junior Green Guide*. © 1990 by McClelland & Stewart Inc. per the Pan Canadian Copyright Agreement.

Johnston, Lynn. Cartoon, "For Better or for Worse", page 9. © Lynn Johnston Productions, Inc. Reproduced by permission.

Moore, Steve. Cartoon, "In The Bleachers", page 8. ©1997 Universal Press Syndicate, per the Pan Canadian Copyright Agreement.

Toby, Kendra. "Kids 4 turtles". *Wild Magazine*. Vol. 6 No. 8, Pages 36–39. Tribute Publishing, Inc., per the Pan Canadian Copyright Agreement.

Kessler, Paula N. "Dwaina Brooks: Feeding the Homeless", *Amazing Kids!* Random House of Canada Limited, Toronto, 1995, per the Pan Canadian Copyright Agreement.

Unknown. "Kids Care!" *The People For Peace Project, 1996–2003*.
<http://www.internationaldayofpeace.org/songs/kidcare.htm> (April 2004). Reproduced by permission.

Every effort has been made to provide proper acknowledgement of original sources and to comply with copyright law. If cases are identified where this has not been, please notify Manitoba Education, Citizenship and Youth, Assessment and Evaluation, to correct any omissions.

Grade 6
English Language Arts
Standards Test

Student Response
Booklet

2005

Copyright © 2005, the Crown in Right of Manitoba,
as represented by the Minister of Education, Citizenship and Youth.
Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

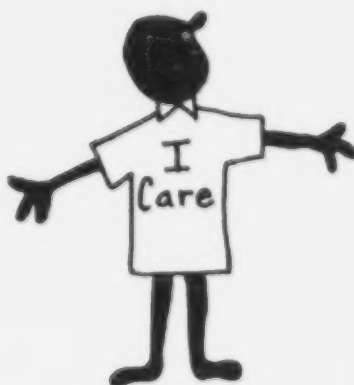
Permission is hereby given by the copyright owner to reproduce
this document on a non-profit basis for assessment purposes
provided the source is mentioned.

DAY 1

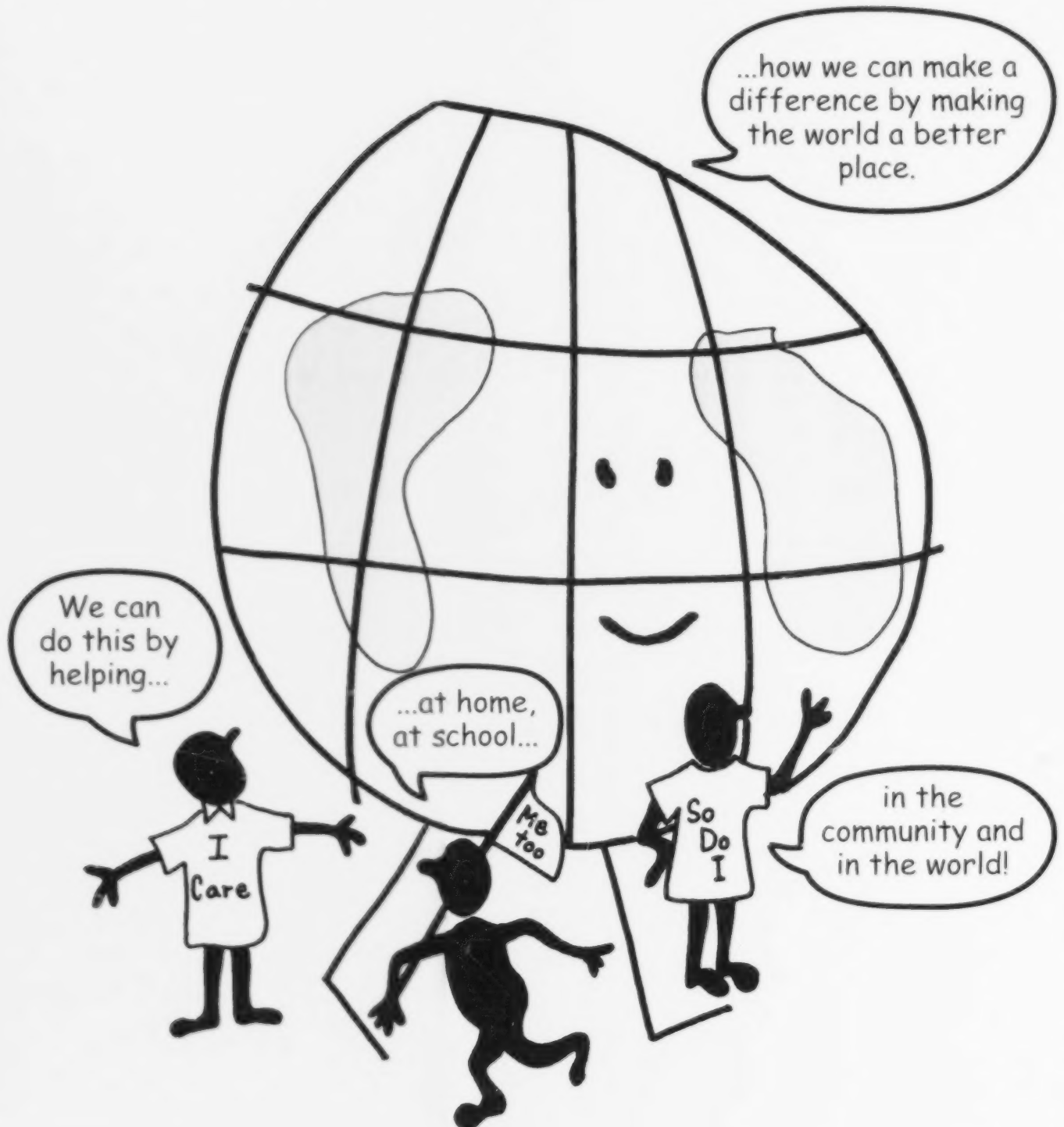
INSTRUCTIONS FOR STUDENTS

(Read aloud by teacher)

- This test is written in **three** sessions. Today's activities will last 90 minutes.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.



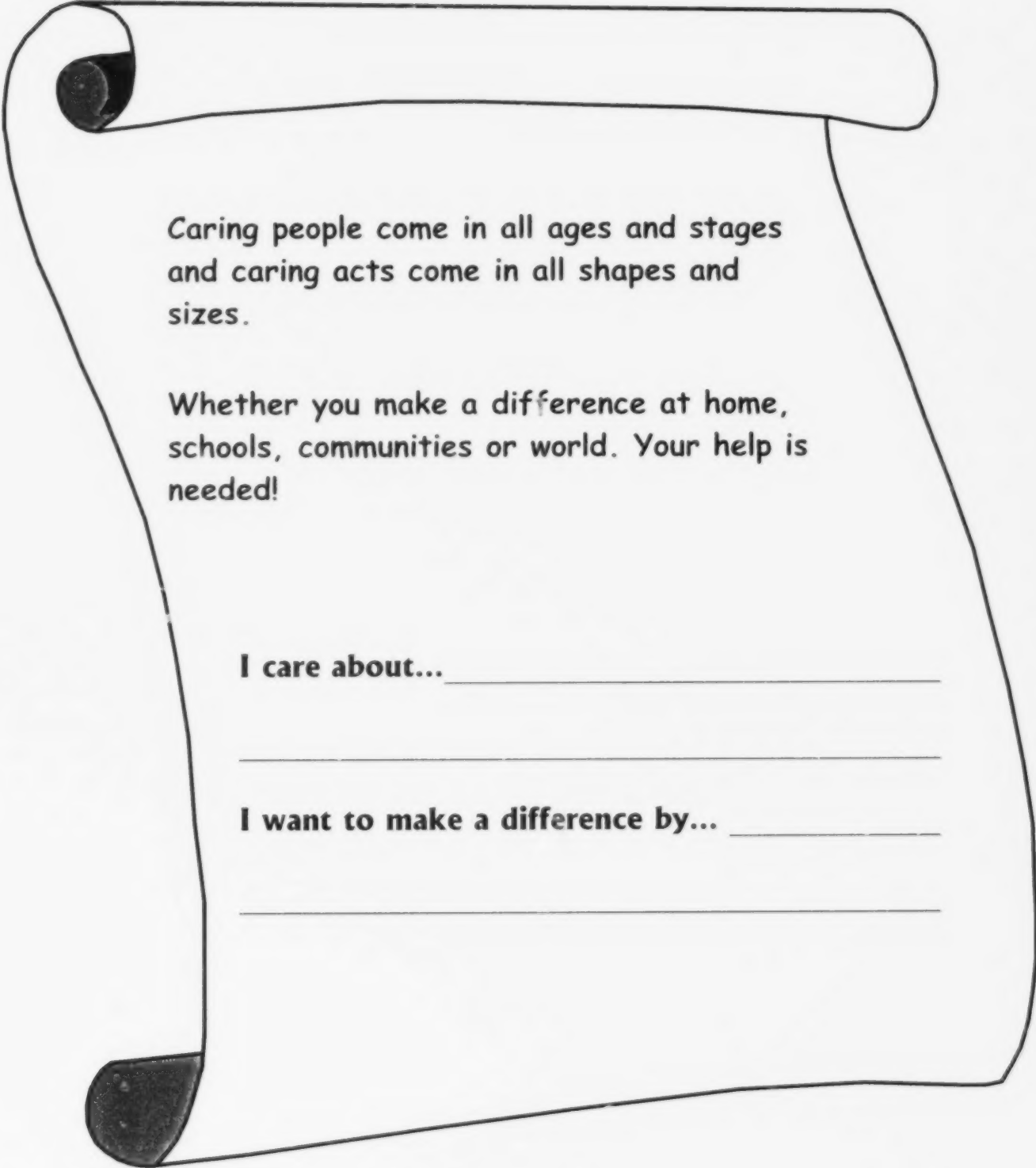
Social Responsibility is...



Kids Care...

Use words or sketches to show ways that kids can make a difference.





**Caring people come in all ages and stages
and caring acts come in all shapes and
sizes.**

**Whether you make a difference at home,
schools, communities or world. Your help is
needed!**

I care about... _____

I want to make a difference by... _____

I Care....



WRITING TASK—Done on Day 2

Task: Write a speech or report on a topic or issue that you care about.

To guide you with your writing, you may use:

- your own experience;
- the discussions with the class;
- the readings; and
- your planning pages 20 and 21.

Purpose: To explain how you can make a difference, your speech/report should include:

- the problem;
- the causes;
- the goals;
- the steps you would take to achieve the goal; and
- the results or expected results.

REPRESENTING TASK—Done on Day 3

Task: Create a poster on the topic or issue that you wrote about.

Purpose: To represent your writing, your poster should include:

- language; and
- images;

that are appealing and attractive.

kids 4 turtles

For
Department
Use Only

1.

After reading “kids 4 turtles” on pages 4 and 5 of your *Readings Booklet*, complete the following:

3 marks

What was the problem?

What were the causes?

What were the goals?

2.

The transitional words (or signal words) are in bold print in the story. Authors use transitional/signal words to organize their writing so it makes sense.

How did the use of the word “eventually” help the story make sense?

3 marks

3.

Show how “kids 4 turtles” followed a plan.

For
Department
Use Only

3 marks

First,

Then,

Next,

Finally,

And last June, the Kawartha Turtle Trauma Centre opened its doors for
service.



103

4.

The "kids 4 turtles" team wanted to help turtles because they were being needlessly hurt by humans.

3 marks

If you were to pick an animal that you could help, what animal would you choose?

Explain why you think the animal needs help.

104

5.

According to "kids 4 turtles" why should you never handle a turtle?

1 mark

105

6.

From the "Turtle Truths",  give two reasons why the turtle population is in trouble.

2 marks

106

Manitoba Cares

For
Department
Use Only

The map of Manitoba, on page 6 of your *Readings Booklet*, describes some activities that students do in their communities that make a difference. Read how students have made a difference in the environment, to animals and to humans.

7.

Fill out the information on the chart below using two different articles from Manitoba Cares. Use the example below to help you.

3 marks

107

	Who was involved?	Where did this happen?	What was the problem?	What was the plan?	What were the results?
Example: "Traditional Days" celebrates Bird Watching	Mr. T. Wilson and students	Garden Hill	• Bird population was falling • Habitats were being destroyed	• Caring • Awareness • Programs	• Awareness was raised. • Students have come to understand.
Article Headline: _____					
Article Headline: _____					

8.

2 marks

Pretend you are a student reporter. You have the chance to interview one of these students who have made a difference. What could you ask them to learn more about what they did?

9.

3 marks

Students in "Manitoba Cares" all made a difference. What similar type of activity do you know about?

How have both activities made a difference?



For
Department
Use Only

108

109

In the Bleachers

For
Department
Use Only

Look at the cartoon on page 7 of your *Readings Booklet*.

10.

Cartoonists use many techniques to show meaning and create effects. What technique is used in this cartoon and how does it help you understand the cartoon?

3 marks

110

11.

How might the message in this cartoon relate to *students'* ability to make a difference?

3 marks

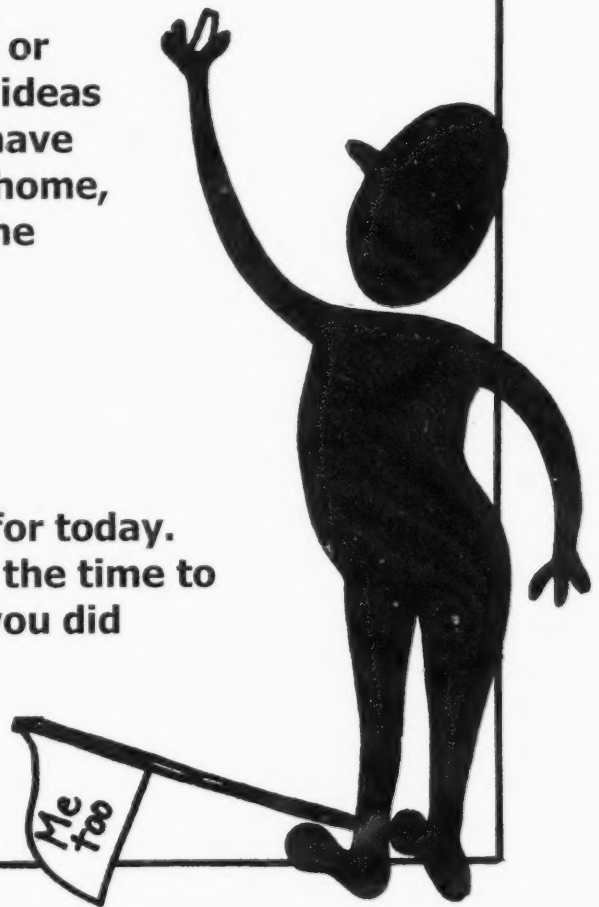
111

"Kids Care" Tips

When you leave school today, talk about some of the ideas about making a difference from today's test with your family and friends. Check out newspapers, watch the news or TV shows to get some new thoughts or ideas. Be prepared to share them with the class tomorrow.

You will write your speech or report tomorrow. Think of ideas on how you can make, or have made a difference in your home, school, community, or in the world.

This is the end of the test for today. You may spend the rest of the time to check over the work that you did today.



DAY 2

INSTRUCTIONS FOR STUDENTS

(Read aloud by teacher)

- Today's activities will last 75 minutes.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Listen to and/or read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- Raise your hand if you have questions during the test.



Feeding the Homeless

12.

Complete the following chart by using jot notes or point form.

3 marks

Problem

--

**Summarize the article
in your own words**

--

Sketch

--

**One thing you are
wondering about**

--

**What is the author's opinion?
Give one piece of evidence.**

--

What is your opinion?

--

This is important or not important because...

--

112

13.

"To subsidize the cost of food..." Does the word **subsidize** mean

1 mark

- A) to cook food
- B) to help pay
- C) to grow food
- D) to throw out food

14.

What are three reasons **given in the story** that cause people to become homeless?

3 marks

1. _____

2. _____

3. _____

113



15.

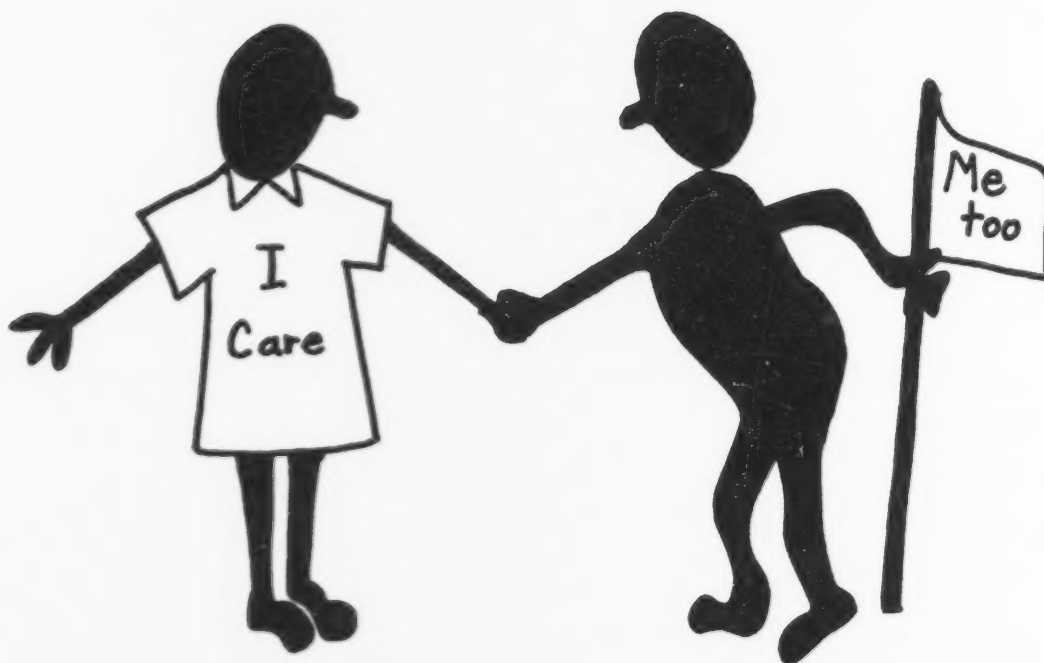
“There isn’t a one of us who hasn’t been helped by someone else”.

3 marks

Describe how you have helped someone and explain how it made a difference.

For
Department
Use Only

114



Visual Representation

For
Department
Use Only

16.

Study the picture on pages 12 and 13 of your *Readings Booklet*. This picture illustrates many positive and negative actions that are affecting the environment.

3 marks

Identify five positive and five negative actions in this picture.

115

Positive Environmental Actions	Negative Environmental Actions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

17.

Summarize what is happening in this picture.

1 mark

116

18.

From the picture on pages 12 and 13 in your *Readings Booklet*, identify one activity you would like to learn more about.

3 marks

For
Department
Use Only

What I know: What do you already know about this activity?

117

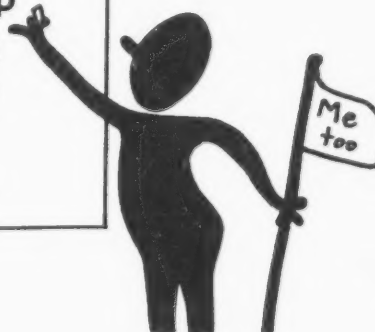
What I want to know:

What are some questions you need to ask to find out more?

How might you find the answers to your questions?

Kids Care Tip

Be sure to read
all instructions
before you
begin to write.



Writing Task

19.

Task: Write a speech or report on a topic or issue that **you** care about.

To guide you with your writing, you may use:

- your own experience;
- the discussions with the class;
- the readings; and
- your planning pages 20 and 21.

Purpose: To explain how you can make a difference, your speech/report should include:

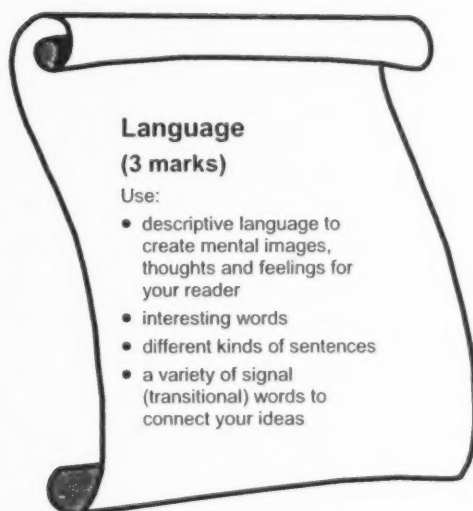
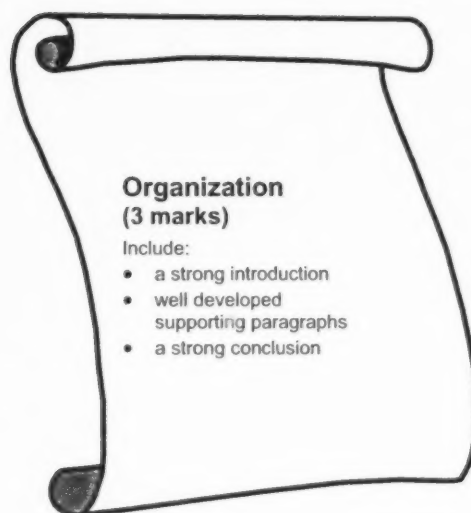
- the problem;
- the causes;
- the goals;
- the steps you would take to achieve the goal; and
- the results or expected results.

Audience: Students and teachers at your school attending the “I Care” assembly

Form: Choose one of the following forms for your writing:

- written report
- speech

Length: approximately 2 pages (single-spaced)



My Planner

You may use one of the following planning strategies to help you plan for your writing.

Planner Choices

1. Web or Concept Map



2. Outline

- Main idea
 - Supporting idea

3. Jot Notes

- Write your notes in point form
- Jot down any important information

4. Another planner of your choice

A large, empty rectangular box with a double-line border, intended for students to use their chosen planning strategy.

My Writing Task

For
Department
Use Only

118
119
120
121

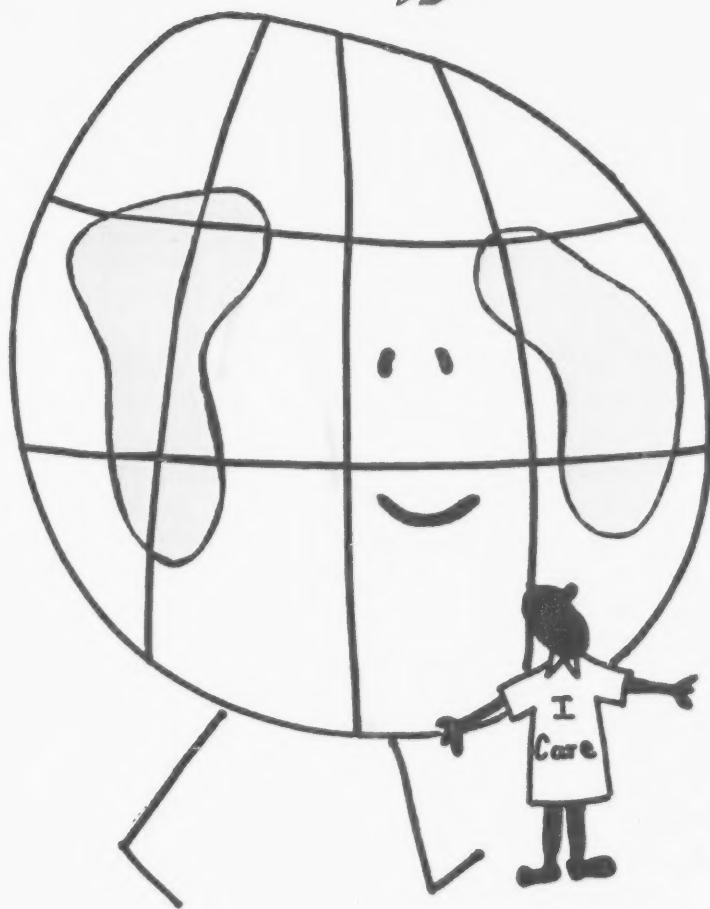
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**THIS IS THE END OF
THE TEST TODAY.**

**YOU MAY SPEND ANY
REMAINING TIME TO
CHECK OVER THE WORK
YOU DID OVER THE
PAST TWO DAYS.**



DAY 3

INSTRUCTIONS FOR STUDENTS

(Read aloud by teacher)

- Today's test session will last 60 minutes.
- You will be required to work on your own for today's test.
- Use a blue/black pen or HB pencil for your work. (Be sure your writing is legible.)
- Read the instructions carefully for each test activity.
- Note the number of marks given to each question. This will help you decide on the amount of time you need to spend on each question.
- You may use a dictionary/thesaurus for today's test.
- You may use pencil crayons for question 21.
- Raise your hand if you have questions during the test.



Remember Your Writing Task?

Task: Write a speech or report on a topic or issue that **you** care about.

To guide you with your writing, you may use:

- your own experience;
- the discussions with the class;
- the readings; and
- your planning pages 20 and 21.

Purpose: To explain how you can make a difference, your speech/report should include:

- the problem;
- the causes;
- the goals;
- the steps you would take to achieve the goal; and
- the results or expected results.

Audience: Students and teachers at your school attending the "I Care" assembly

Form: Choose one of the following forms for your writing:

- written report
- speech

Length: approximately 2 pages (single spaced)

**Re-read your report or speech you wrote yesterday.
Use the checklist on the next page to help you revise and edit your writing.**

Revision

Use the checklist below to help you revise your report or speech.

Show your changes with a different colour pen.

Ideas:

I have included ideas from the readings, the brainstorming activities and my personal knowledge. ☐

I have developed my ideas with supporting details. ☐

I have left out unnecessary information and/or added more important details. ☐

Organization:

I have a strong introduction. ☐

I have well-developed supporting paragraphs. ☐

I have a strong conclusion. ☐

Language:

I used a variety of signal (transitional) words to connect my ideas. ☐

I used interesting words, descriptive language and different kinds of sentences. ☐

Editing

Use the checklist below to help you edit your report or speech.

Show your changes with a different colour pen.

Mechanics:

I used a dictionary to help with spelling. ☐

I used proper punctuation. ☐

I used proper capitalization. ☐

I used proper grammar (subject-verb agreement, verb tense, correct pronoun reference). ☐

20.

Based on the checklist on page 31, give an example of one **revision** you made.

3 marks

How did your revision improve your writing?

21.

Create an "I Care" poster on the topic or issue that you wrote about. Choose language and images that are appealing and attractive. You may use colour to enhance your images.

6 marks



For
Department
Use Only

122

123

A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for a student to write their response to a question or prompt.

22.

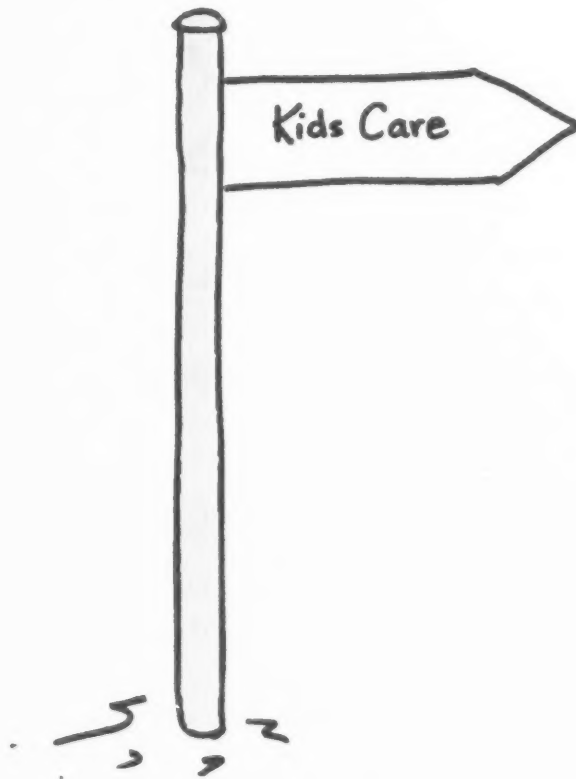
You have just completed both a speech/report and a poster.
Which form did you prefer?

3 marks

For
Department
Use Only

Reflect on your choice. Provide reasons for your preference.

125



23.

Include:

- strategies you used;
- which strategies worked best for you and why; and
- what is your next learning goal?

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Be sure to focus
on **how** you learned...
not **what** you learned.

**YOU MAY USE ANY
REMAINING TIME TO
CHECK THE WORK YOU
DID OVER THE LAST
THREE DAYS.**



**THANKS
FOR
CARING!**



GRADE 6 ENGLISH LANGUAGE ARTS
STANDARDS TEST

*Answer Key and
Scoring Rubric*

2005



Manitoba

Building for the Future

Copyright © 2005, the Crown in Right of Manitoba,
as represented by the Minister of Education, Citizenship and Youth,
Manitoba Education, Citizenship and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Permission is hereby given by the copyright owner to reproduce
this document on a non-profit basis for assessment purposes
provided the source is mentioned.

Question 1: After reading “kids 4 turtles” on pages 4 and 5 of your *Readings Booklet*, complete the following:

- What was the problem?
- What were the causes?
- What were the goals?

Outcome: 2.1.2—Comprehension Strategies

- Use comprehension strategies appropriate to the types of text and purpose.

<u>Score:</u>	<u>Rationale</u>
3.0	• response shows comprehension of problem, cause and goal
2.0	• response shows comprehension of two of problem, cause and goal
1.0	• response shows comprehension of one of problem, cause and goal
0	• response does not show comprehension of problem, cause or goal/response is irrelevant
NR	• no response

Possible Responses:		
Problem	Causes	Goals
• turtles were getting killed • humans are encroaching on turtle territory • declining turtle population	• fast moving traffic • busy roads • slow turtles • people who don't care about turtles	• save turtles • raising awareness • helping injured turtles • to slow down traffic • fundraise

Note to markers:

- Accept all reasonable responses.
- Because this is a comprehension outcome, the problem, cause and goal do not need to be categorized appropriately.

Question 2: The transitional words (or signal words) are in bold print in the story. Authors use transitional/signal words to organize their writing so it makes sense.
How did the use of the word “eventually” help the story make sense?

Outcome: 3.2.5--Makes Sense of Information

- Use organizational patterns of oral, visual, and written texts to construct meaning; skim, scan, and read closely to gather information.

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
0	• response shows lack of understanding	• response shows limited understanding of the function of transitional words	• response shows limited understanding of the function of transitional words	• recognizes the function of transitional words to show how they are used in writing	• recognizes the function of transitional words to show how they are used in writing	• recognizes the function of transitional words to show how they are used in writing	• recognizes the function of transitional words to show how they are used in writing	• recognizes the function of transitional words to show how they are used in writing	• recognizes the function of transitional words to show how they are used in writing

Note to markers:

- If “eventually” is defined without explanation, award a maximum of “2”
- Explanation might include:
 - clarifying how transitional words are used in writing
 - explaining the use of other transitional words in the text.

Question 3: Show how “kids 4 turtles” followed a plan.

Outcome 2.1.3 (adapted)—Textual Cues

- Use textual cues to construct and confirm meaning.

<u>Score:</u>	<u>Rationale</u>
3.0	• 3 events are accurately sequenced
2.0	• 2 events are accurately sequenced
1.0	• 1 event is accurately stated
0	• no events are accurately sequenced
NR	• no response

Possible Responses (in sequence):

- made signs and drawings
- told people how important turtles are
- raised money
- met with county councillors
- convinced county to put up more signs
- county donated an extra \$500
- planned to open Ontario's first hospital for turtles

Note to markers:

- All events from story need not be stated but sequential ordering is necessary.
- Forgive minor inaccuracies.

Question 4: The “kids 4 turtles” team wanted to help turtles because they were being needlessly hurt by humans. If you were to pick an animal that you could help, what animal would you choose?
Explain why you think the animal needs help.

Outcome: 1.2.4—Extend Understanding

- Appraise ideas for clarity and ask extending questions; select from others’ experiences and ideas to extend ways of knowing the world.

0	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
	identifies animal but response shows no understanding	identifies animal	identifies animal and states connection between animal and why it needs help using prior knowledge	identifies animal and	identifies animal and	identifies animal and	identifies animal and	identifies animal and	identifies animal and

Note to markers:

- A response “with elaboration” may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

Question 5: According to “kids 4 turtles”, why should you never handle a turtle?

Outcome: 3.2.4—Access Information

- Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information.

Score:

Rationale

- | | |
|-----|---|
| 1.0 | • correctly identifies a reason why you never handle a turtle |
| 0 | • irrelevant response |
| NR | • no response |

Possible Responses:

- harmful bacteria, such as salmonella
- inflict nasty bites

Note to markers:

Question 6: From the “Turtle Truths”, give **two** reasons why the turtle population is in trouble.

Outcome: 3.2.5—Makes Sense of Information

- Use organizational patterns of oral, visual, and written texts to construct meaning; skim, scan, and read closely to gather information.

<u>Score:</u>	<u>Rationale</u>
2.0	• response identifies two reasons why the turtle population is in trouble
1.0	• response identifies one reason why the turtle population is in trouble
0	• irrelevant response
NR	• no response

Possible Responses:

- one out of every 100 hatchlings survives
- do not lay eggs until 13–18 years of age
- declining population
- females more likely to be hit by cars as they move to their nests

Note to markers:

Question 7: Fill out the information on the chart below using two different articles from Manitoba Cares. Use the example below to help you.

Outcome: 2.1.2—Comprehension Strategies

- Use comprehension strategies appropriate to the types of text and purpose.

<u>Score:</u>	<u>Rationale</u>
3.0	• student identifies 10 facts and categorizes appropriately
2.5	• student identifies 8-9 facts and categorizes appropriately
2.0	• student identifies 6-7 facts and categorizes appropriately
1.5	• student identifies 4-5 facts and categorizes appropriately
1.0	• student identifies 2-3 facts and categorizes appropriately
0.5	• student identifies 1 fact
0	• incorrect/irrelevant response
NR	• no response

Note to markers:

- One comment per box is acceptable.
- Accept all reasonable responses.

Possible Responses (Question 7):					
Headline:	Who was involved?	Where did this happen?	What was the problem?	What was the plan?	What were the results?
Article 1 "Making a Difference"	• student/girl • Harold Hatcher School	• Harold Hatcher School, Winnipeg	• needy children in hospital, refugee camps and poor neighbourhoods across globe	• donate supplies to children without	• awareness "raiser" • realize that they could help (make a difference)
Article 2 "Steinbach Youth Visits Local Seniors"	• Steinbach youth • a student	• Steinbach • Rest Haven Home • local senior's home	• lonely seniors • cheering up seniors • visitors needed at Senior's home • helping out staff	• weekly visits • volunteering at the home • to help the staff	• cheered up the residents • brightened their day • happy faces • student's enjoyment • lifting of spirits • staff appreciation
Article 3 "A Green School"	• students and staff from nursery to grade 8	• Cranberry Portage	• litter • forests getting cut down	• recycling • composting • tree planting • variety of environmental projects • students doing their part	• raising awareness • no litter • trees growing • preserving the environment
Article 4 "Tabs for Wheelchairs"	• students at Holy Cross School • 110 schools and 150 businesses	• Winnipeg	• physically challenged students don't have wheelchairs	• collect about 10 million tabs	• raised enough tabs for 5th wheelchair - or • first wheelchair went to a child with cerebral palsy

Question 8: Pretend you are a student reporter. You have the chance to interview one of these students who have made a difference. What could you ask them to learn more about what they did?

Outcome: 1.2.4—Extend Understanding

- Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.

<u>Score:</u>	<u>Rationale</u>
2.0	• question must elicit more information about what they did to make a difference (extend understanding)
1.0	• question is asked, but does not elicit more information about what they did to make a difference
0	• question is not asked/irrelevant response
NR	• no response

Note to markers:

- If the question elicits a "yes" or "no" response, award 1 mark.

Question 9: Students in “Manitoba Cares” all made a difference.
 What similar type of activity do you know about?
 How have both activities made a difference?

Outcome: 2.1.1—Prior Knowledge

- Seek connections between previous experiences, prior knowledge, and a variety of texts.

0	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
• connection does not relate to “making a difference”			• identifies an example of making a difference	• identifies an example of making a difference	• identifies an example of making a difference	• identifies an example of making a difference	• identifies an example of making a difference	• identifies an example of making a difference	• identifies an example of making a difference
			• states connection with reference to “Manitoba Cares” and/or own experiences	and/or • states connection with reference to “Manitoba Cares” and/or own experiences	• explains connection with reference to “Manitoba Cares” and/or own experiences	• explains connection with reference to “Manitoba Cares” and/or own experiences	• explains connection, with elaboration, referencing “Manitoba Cares” and own experience(s)		

Note to markers:

- A response “with elaboration” may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

Question 10: Cartoonists use many techniques to show meaning and create effects. What technique is used in this cartoon and how does it help you understand the cartoon?

Outcome: 2.3.2—Techniques and Elements

- Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	Above Level
0	identifies or implies a technique but response shows no understanding			- identifies or implies a technique and - explanation is unclear and/or incomplete and/or restates the technique	- identifies or implies a technique and - states/explains how the technique enhances understanding [such as repetitive language, size, age, placement, scale]	- identifies or implies a technique and - explains with elaboration how the technique enhances understanding [such as repetitive language, size, age, placement, scale]		

Note to markers:

- A response “with elaboration” may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

Question 11: How might the message in this cartoon relate to *students'* ability to make a difference?

Outcome: 1.2.4—Extend Understanding

- Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.

	No Evidence 0.5	Below Level 1.0	1.5	2.0	At Level 2.5	Above Level 3.0
• identifies connection but response shows no understanding		• states connection between cartoon's message and student's ability to make a difference	• explains connection between cartoon's message and student's ability to make a difference	• explains connection with elaboration between cartoon's message and student's ability to make a difference		

Note to markers:

- Connections may include the theme of "the belief is more important than any obstacles that stand in your way".
- Accept any reasonable response.
- A response "with elaboration" may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

Question 12: Complete the following chart by using jot notes or point form.

Outcome: 2.1.2—Comprehension Strategies

- Use comprehension strategies appropriate to the types of text and purpose.

0	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
	• response shows no understanding		• ideas are not connected and/or • response is supported by text and prior knowledge	• ideas are connected and • response is supported by text and prior knowledge and/or • response is clear	• ideas are connected and • response is supported by text and prior knowledge and/or • response is clear	• ideas are connected and • response is supported by text and prior knowledge and • response is clear and insightful			

Note to markers:

- Chart must be reviewed holistically.
- All boxes need not be completed.

Question 13: "To subsidize the cost of food..." Does the word **subsidize** mean

- A) to cook food
- B) to help pay
- C) to grow food
- D) to throw out food

Answer: B

Question 14: What are three reasons given in the story that cause people to become homeless?

Outcome: 2.1.2—Comprehension Strategies

- Use comprehension strategies appropriate to the types of text and purpose.

<u>Score:</u>	<u>Rationale</u>
3.0	• 3 reasons given in the story are identified
2.0	• 2 reasons given in the story are identified
1.0	• 1 reason given in the story is identified
0	• incorrect/irrelevant response
NR	• no response

Possible Responses:

- lost their job
- got sick
- family split up

Note to markers:

Question 15: "There isn't a one of us who hasn't been helped by someone else."

Describe how you have helped someone and explain how it made a difference.

Outcome: 5.1.3—Appreciate Diversity

- Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities.

No Evidence 0	0.5	Below Level 1.0	Below Level 1.5	At Level 2.0	At Level 2.5	Above Level 3.0
• response shows no understanding		• response describes how you have helped someone	• response describes how you have helped someone	• response describes how you have helped someone	• response describes how you have helped someone	• response describes how you have helped someone
		or		and		and
		• states how this made a difference		• explains how this made a difference		• explains with insight how this made a difference

Note to markers:

Question 16: Study the picture on pages 12 and 13 of your *Readings Booklet*. This picture illustrates many positive and negative actions that are affecting the environment.

Identify five positive and five negative actions in this picture.

Outcome: 3.3.1—Organize Information

- Organize information and ideas using a variety of strategies and techniques.

<u>Score:</u>	<u>Rationale</u>
3.0	• student identifies 10 facts and categorizes appropriately
2.5	• student identifies 8-9 facts and categorizes appropriately
2.0	• student identifies 6-7 facts and categorizes appropriately
1.5	• student identifies 4-5 facts and categorizes appropriately
1.0	• student identifies 2-3 facts and categorizes appropriately
0.5	• student identifies 1 fact
0	• incorrect/irrelevant response
NR	• no response

Question 16 (Cont'd.)

Positive Environmental Actions	Negative Environmental Actions
• alternative energy sources (wind and solar) • riverbank clean up • tree planting • recycling • outdoor activities • wildlife protection • building bike paths • using a diaper service • creating green space • alternative transportation (biking, skateboarding, bus) • other	• clear cutting the forest • oil spills • exhaust emissions • raw sewage pumping • water pollution • smog/air pollution • global warming • acid rain • endangered species • large fast food restaurants • other

Note to markers:

- If students confuse the positive and negative headings, award full marks.

Question 17: Summarize what is happening in this picture.

Outcome: 2.1.2—Comprehension Strategies

- Use comprehension strategies appropriate to the types of text and purpose.

Score:

Rationale

- | | |
|-----|---|
| 1.0 | • summary statement demonstrates understanding of a general theme |
| 0 | • response does not reflect a summary statement |
| NR | • no response |

Note to markers:

- A summary statement should capture a main point of the text. (i.e., a balance of positive and negative actions or events)
- A list of actions is awarded a “0”

Question 18: From the picture on pages 12 and 13 in your *Readings Booklet*, identify one activity you would like to learn more about.

What I Know: What do you already know about this activity?

What I Want to Know: What are some questions you need to ask to find out more?

How might you find the answers to your questions?

Outcome: 3.1.4—Create and Follow a Plan

- Create and follow a plan to collect and record information within a pre-established time frame.

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
0									
• response shows no understanding			• plan is incomplete • ideas do not connect			• activity focused for inquiry • prior knowledge is identified • relevant questions are formulated • possible sources identified • all ideas are connected	• activity focused for inquiry • prior knowledge is identified • relevant questions are formulated • possible sources identified • all ideas are connected and supported with details		

Note to markers:

- An “at level” response must have all sections complete and ideas must be connected.

Question 19: Write a speech or report on a topic or issue that you care about.

Outcome: 4.1.1—Generate Ideas

- Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.

Focus for Assessment: Attend to ideas not structure.

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
0	• response shows limited understanding								
		• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge	• integrates/connects ideas from readings and/or brainstorming activities and/or prior knowledge
		• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience	• inconsistently focuses topic for purpose and audience
		• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details	• states idea(s) with few or no supporting details

Note to markers:

- If student writes off-topic, award “0” on this outcome only.
- An elaborated response may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

Question 19: Write a speech or report on a topic or issue that you care about.

Outcome: 4.1.3—Organize Ideas

- Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns.

Focus for Assessment: Attend to the composition as a whole, as well as the individual paragraphs (e.g., beginning, middle, end, as well as organization within the beginning, middle and end).

Organizational Structures

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
0	composition shows no understanding of organization			- composition lacks an introduction and/or conclusion - ideas are random and disconnected		- composition includes an introduction, body and conclusion - demonstrates an organizational pattern within each paragraph [visual appearance of a paragraph is not necessary]		- composition includes an introduction and conclusion that are connected, and a body that is well developed - demonstrates an organizational pattern within each paragraph [visual appearance of a paragraph is evident]	

Note to markers:

Question 19: Write a speech or report on a topic or issue that you care about.

Outcome: 4.2.4—Enhance Artistry

- Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.

Focus for Assessment: Consider how well the language used creates mental images, thoughts and feelings for the reader.

Use of Language

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level	3.0
0	language is very simple and limited									
			demonstrates limited language use to clarify meaning and create emphasis							
			uses a limited range of vocabulary and word choices							
				chooses language [including transitional devices, sentence patterns, and poetic language] to enhance meaning and create emphasis						
				uses a range of vocabulary, word choices, and sentence patterns to enhance meaning and create emphasis						
									chooses language [including transitional devices, sentence patterns, and poetic language] to enhance meaning and create emphasis	
									uses a wide range of vocabulary, word choices, and sentence patterns to enhance meaning and create emphasis	

Note to markers:

Question 19: Write a speech or report on a topic or issue that you care about.

Outcome: 4.3.1, 4.3.2, 4.3.3—Grammar and Usage, Spelling, Capitalization, and Punctuation

- 4.3.1 – Grammar and Usage: edit for subject-verb agreement, appropriate verb tense and correct pronoun references
 4.3.2 – Spelling: know and apply spelling conventions using appropriate strategies and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns
 4.3.3 – Capitalization and Punctuation: know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations and addresses when editing and proofreading

Focus for Assessment: Consider the extent to which the errors detract from the overall impact of the work but do not affect meaning.

Mechanics

0	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
0	shows no understanding [errors are distracting and interfere with readability]	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
				- inconsistently: - uses subject/verb agreement, verb tense, pronoun reference, and sentence structure - uses spelling strategies and patterns - uses capitalization and punctuation [errors often interfere with the reader's understanding of the ideas]	1.5	2.0	At Level	2.5	- consistently: - uses subject/verb agreement, appropriate verb tenses, correct pronoun references, and sentence structure - uses accurate spelling strategies [including syllabication, structural analysis, and visual memory] and spelling patterns - uses accurate capitalization and punctuation in appropriate context [rare errors in spelling and minor errors in grammar and punctuation may exist but do not affect the overall impact]

Note to markers:

- Students who write 3 sentences or less can be awarded a maximum of 2.0 on this outcome.

Question 20: Based on the checklist on page 31, give an example of one **revision** you made.
How did your revision improve your writing?

Outcome: 4.2.2—Revise Content

	No Evidence 0	0.5	1.0	Below Level 1.5	2.0	At Level 2.5	Above Level 3.0
response shows no understanding	- identifies one revision made - states a reflection	- identifies one revision made - states a reflection	- identifies one revision made - states a reflection	- identifies one revision made - states a reflection	- identifies one revision made - states a reflection	- identifies one revision made - states a reflection	- identifies one revision made - states a reflection

Note to markers:

- If response refers to editing, award 0.
- A response “with elaboration” may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

Question 21: Create an “I Care” poster on the topic or issue that you wrote about. Choose language and images that are appealing and attractive.

You may use colour to enhance your images.

Outcome: 4.2.4—Enhance Artistry

- Choose language, sounds, and images to enhance meaning and emphasis.

Use of Language

0	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
	• response demonstrates a minimal attempt		• response demonstrates their plan	and/or	• response enhances appropriate meaning and emphasis through a variety of images and/or words	• response enhances appropriate meaning and emphasis through a variety of images and words	and	• response represents their plan	• response enhances meaning and emphasis through a variety of images and words that create impact

Note to markers:

- A minimal attempt should be awarded a “0.5”.
- An above level response will have a “wow” factor.

Question 21: Create an "I Care" poster on a topic or issue that you wrote about. Choose language and images that are appealing and attractive.

You may use colour to enhance your images.

Outcome: 5.1.3—Appreciate Diversity

- Recognize personal participation and responsibility in communities.

0	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	Above Level	3.0
•	response shows no understanding		•	conveys a message and/or purpose or • reflects participation and responsibility	•	conveys a message and/or purpose • reflects participation and responsibility	•	conveys a message and/or purpose with sensitivity and empathy • reflects participation and responsibility	

Note to markers:

- Poster must reflect ideas from the writing task.
- Both bullets must be evident for an at level response.

Question 22: You have just completed both a speech/report and a poster. Which form did you prefer?
Reflect on your choice. Provide reasons for your preference.

Outcome: 1.1.4—Express Preferences

- Assess personal collection of favourite oral, literary, and media texts and discuss preferences for particular forms.

	No Evidence	0.5	1.0	Below Level	1.5	2.0	At Level	2.5	Above Level
0									
	• response shows no understanding		• states a preference of form • reason is stated	• states a preference of form and/or • reason is stated	• states a preference of form • reason is explained	• states a preference of form and • reason is explained with elaboration			

Note to markers:

- Elaboration should focus on **quality** of response rather than the quantity.
- Responses like “It was fun” are awarded 1.5.
- A response “with elaboration” may include details; clarity; depth of information; complexity; critical thinking; prediction. Focus should be placed on the quality of response rather than the quantity.

